

## School District of Mystery Lake (SDML) 2019 / 2020 District Planning and Reporting for Continuous Improvement

### Mission Statement

*The School District of Mystery Lake will empower each student's learning potential and develop socially responsible lifelong learners with a strong sense of self-worth by providing a diversity of educational experiences.*

### Vision Statement

Success for All

### Ethical Values

Respect, Integrity, Empathy, Responsibility and Humility

### We believe:

- ✚ Individuals have the right to access quality education in an equitable manner that maximizes individual potential.
- ✚ Learning is a wholistic lifelong pursuit that enhances the mind, body and spirit of the individual.
- ✚ In supporting, a learning community to create and enhance respectful, safe and inclusive schools founded on cultural proficiency.
- ✚ Learning experiences must nourish a sense of wonder, curiosity and imagination in students.
- ✚ Public education services the common good.
- ✚ In the importance of communication and engagement with all educational partners and the community at large.
- ✚ Practices to be linked to research and evidence.

### SDML District Priorities:

**Goal 1 – By June 2020, the students will increase critical literacy and numeracy achievement through the development of comprehension, communication and problem solving skills.**

**Goal 2 – By June 2020, there will be an increase in student graduation rates.**

**Goal 3 – By June 2020, students will have confidence in their employment skills, knowledge of available opportunities for them and how to pursue career goals.**

**Goal 4 – By June 2020, there will be an increase in the numbers of students who report a strong sense of safety, belonging and positive mental health.**

## 1. School Division Profile:

- + 6 catchment area elementary schools.
- + 3 full-day English kindergarten programs
- + 1 central high school that offers French Immersion, English and vocational programming.
- + Student population : 3168
- + EAL population – 128
- + Self-identified Indigenous student population – 1896
- + Attendance rate was 84%
- + Children in Care – 248
- + Transiency rate - We had 491 students transfer out of the school district and 509 transfers into the district.
- + French Immersion Program (K-12) – 247 - Ecole Riverside & 32 - R. D. Parker Collegiate = 279 total FI
- + Community School & Cree Bilingual School - Wapanohk Community School – 197 in the bilingual program.
- + Geographically located 761 km north of Winnipeg.
- + The community population is approximately 13 678 people.
- + Below is some area information within school catchments taken from the City-Level Spatial Analysis – <http://www.thompson.ca/modules/showdocument.aspx?documentid=623>. The information was to support the Thompson and Planning District Development Plan.

### **SDML list of schools:**

Burntwood Elementary School (K-8) – student population – 375

Half-day kindergarten program

FT Early Literacy Intervention (ELI) teacher

Deerwood Elementary School (K-8) – student population – 253,

Half-day kindergarten program, .5 ELI teachers

\*Ecole Riverside Elementary School French Immersion (dual track) K-8 – student population 389

Half-day kindergarten program

.5 ELI teacher

\*Juniper Elementary School K-8 – student population- 275

Half-day kindergarten program, full time ELI teacher

\*Wapanohk Community School Cree Bilingual – K-8 – student population – 557

(202 students in Cree Bilingual Program

Full-day kindergarten program, Full time ELI teacher

\*Westwood Elementary School K-8 student population- 358

Half-day kindergarten program

R. D. Parker Collegiate French Immersion, Vocational and English Program 9-12

Student population – 961

Mature Student Program

This is the only high school in the community. All the elementary schools plus surrounding communities transition into R. D. Parker Collegiate.

3 schools supported by the Family Outreach Coordinator – Juniper, Wapanohk Community School and R. D. Parker Collegiate

SDML Board Office Support Services:

District Curriculum Support - 2 Literacy Support (including ELI), 1 Numeracy Support and 1 Cultural Proficient Education Teacher

Student Services Support – 1 Administrator, 1 Speech Language Pathologist, .86 School Psychologist, and 1 District Counsellor.

Limited additional service supported through MET Inclusion Support Branch and other contract services.

District Strengths:

- ✚ Every elementary school participates in strong beginnings, which in turn creates a classroom profile for every K-8 class in the district.
- ✚ The district remains committed to the cultural proficiency journey to seek understanding, equity and other perspectives.
- ✚ The district has very strong community partners that allow for reciprocal opportunities for the district and community.
- ✚ Full day kindergarten programs continue at Wapanohk Community School.
- ✚ Early Intervention programs continue at all elementary schools – 3 schools with full time Early Literacy Intervention teachers and 3 with half-time teachers.

District Challenges:

The district has identified a number of challenges that include:

- + low graduation rates,
- + chronic attendance issues,
- + transiency,
- + poverty,
- + transportation access,
- + high cost of extracurricular activities for students,
- + increasing complexity of student and community needs
- + student engagement,
- + diverse population needs
- + increase in students with violent behaviors
- + low Early Development Instrument assessments.

Staffing Information:

Senior Administration:

- (a) Angele Bartlett – Superintendent of Human Resources and Policy
- (b) Lorie Henderson – Superintendent of Educational Services and Programming
- (c) Kelly Knott – Secretary – Treasurer
- (d) Orest Chychula beginning – Facilities Manager.

Divisional Staffing Profile

	2017-2018	2018-2019	October 2019
Principals	7	7	7
Vice-Principals	4 Full-time, 5 Half-time	4 Fulltime, 5 Half-time	5 Full-time, 4 Half-time
Teachers	262	257	262
Counsellors	3.5	3	3

Resource Teachers	14	14	14
Teachers supporting special needs low enrollment classes	10	10	10
Educational assistants	81	84	84
Speech Language pathologists	2	2	1
Psychologists	.87 Plus contract services.	.87 Plus contract services.	.87
Social Workers	8	7	8
Early Literacy Teachers	3.5	4.25	4.5
Administrator of Student Services	1	1	1
Culturally Proficient Education Consultant	1	1	1
Cree Language Coordinator	.5	.5	0
Cree Language Consultant	0	0	1
Aboriginal Perspectives Teacher	.5	.5	0
Literacy Support Teachers	2	2	2
Numeracy Support Teacher	1	1	1
Community Connect @ WCS	1	1	1
Family Outreach Coordinator (contract position year to year)	1	1	1

Career Development Coordinator (contract position)	.5	.5 (currently advertising position)	.5
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(e) Disaggregated data for students designated as EAL and self-declared Aboriginal students.

Disaggregation	2016/2017 No. of Student	2017/2018 No. of Student	October 2019
EAL	131 students	152 students	128
Self-declared Indigenous	1544 students	1633 students	1896

Education for Sustainable Development (ESD)

Education for Sustainable Development	No.
Number of schools in the division	7
Number of schools with an ESD plan	7

Website link to the most current school division plan: [www.mysterynet.mb.ca](http://www.mysterynet.mb.ca)

**Reviewed for plan consideration – Provincial data:**

A team meeting with a school administration rep and the literacy and numeracy support team to review provincial assessments from June 2019. Moving forward, each school will develop a strategy to target the provincial assessment outcome. Noted, there has been changes in the teaching staff at the early year grade levels as well as the middle years. In addition, the issue of transiency and attendance are contributing factors leading to lower assessment results. The support staff will continue to provide workshops prior to the provincial assessments. Schools will continue to identify student attendance as a priority area for improvement.

The district will continue to keep kindergarten data (September and June), early literacy intervention (ELI) and grade 6 writing assessments. Added for this year will be the district middle year’s numeracy assessments, monthly attendance and transiency. As well, individual schools will use their own data to drive school plans. School data requirements to be found on individual school plans.

There were two public gatherings to review district plans. Parents and community partners were invited to provide feedback and strategies. Public feedback on our website. Common feedback included the desire for breakfast / lunch programs, access to extra-curricular activities, reading programs and Elders in the school. There were 15 participants in the process along with school board trustees and curriculum team members.

SDML 2019/2020 Plans and Updates:

**IAA, Literacy and Numeracy SDML District Plan: A Focus on Literacy, Numeracy & Indigenous Academic Achievement**

<b>Expected Outcomes</b> What specifically are you trying to improve for student learning? (observable, measurable)	<b>Strategies</b> What actions will you take?	<b>Indicators</b> How will you know you are making progress?	<b>Data Collection for 2018 / 2019</b> How will you collect evidence of progress?
1. By June 2020, the SDML staff will continue to provide ongoing, quality culturally proficient (CP) opportunities for staff, students and community.	Support the delivery of CP opportunities for district personnel and community partners at local, provincial and national levels. Provide 2 day CP training. Provide Numeracy PD Support land-based planning – school specific and district wide Continue commitment to community partners Creation of an Indigenous resource library at the school board office.	Staff participation in professional development opportunities. Number of PD requests. Staff feedback. Student feedback. Increase in teacher comfort to teach Indigenous content. Increase in student belonging through participation and engagement. Number of land-based activities in schools and classrooms. Students will demonstrate improved understanding of Aboriginal and Northern perspectives.	PD delivered: 2 day CP training September / May Curriculum services team organized district wide PD on Indigenous Perspectives and Educational Responsibilities – attended by all staff October – teacher feedback. Grade 8 Transition camp – teacher / student feedback. Mini-Winter Festivals @ all elementary schools. Provided support with planning to over 30 classrooms. 7 Grade 5 classes participated in the Fall camp at Mile 20. Land based learning days @ 3 schools as well as the Land-based SIC @ RDPC. Dr. Dwayne Donald and Dr. Trudy Cardinal PD for all staff – Indigenous Perspectives &

			Educational Responsibilities – staff feedback.
2. By June 2020, SDML will identify existing programs and initiatives that promote student academic, social and cultural success.	Create a district inventory of programs and initiatives in the SDML. Maintain an updated programming and district Initiative list.	Having an updated district inventory. District collaboration and consultation. Online feedback rubric. .	Complete list – <i>Curriculum Support Service: June 2019 Inventory of School Initiatives currently used to promote academic and social success in culturally proficient ways</i> Online feedback rubric An up to date curriculum services plan available online.
3. By June 2020, SDML district curriculum leaders to participate in and provide professional development for staff through the CP lens in the areas of literacy and numeracy.	SDML will focus on: Indigenous Perspectives. Provincial assessment workshops. Attend grade group meetings throughout the district	Teachers will access professional development, support and resources to increase understanding in the incorporation of Aboriginal perspectives and culturally proficient practices.	Literacy and numeracy activities incorporated in Mile 20 events as well as school based land-based initiatives. ELA Cohort Numerous resources purchased for ELA across the district, Numeracy Cohort
4. By June 2020, a comprehensive plan to ensure that students are able to access effective Cree	-Monthly Cree meetings for - planning and creating resources. -Need to secure a Cree Language Consultant to provide the lead. -Annual School Wide Cree Language Festival -EA to provide language support.	-Cree language teachers will demonstrate capacity in the delivery of the District Cree language. -Cree language teachers will have access to resource materials. -Cree language teachers will have access to professional development.	Unable to secure a Cree consultant until November 01, 2019. Cree teachers met 4 times to plan and develop resources. Annual Cree Language Festival occurred in May. EA language support educational assistant

<p>language programming.</p>		<p>with a focus on second language teaching and learning.          -Staff will use more Cree to communicate in class and out.          -Announcements will be in Cree.          -An increased number of students will be using basic Cree to communicate</p>	<p>Cree Language PD for WCS Cree teachers.</p>
<p>5. By June 2020, SDML community based partnerships to support district programming with the incorporation of Aboriginal and Northern Perspectives that promote student engagement and academic success.</p>	<p>Continue partnerships with community based organizations to support the delivery of Indigenous education programs and services in the district and community. Participate in community events.</p> <p>Invite community members for presentations and workshops.</p> <p>Continue to meet as TAEAC with an invitation to participate in district plans.</p> <p>Continue membership in the Thompson Aboriginal Accord.</p>	<p>Partnerships with TUAS, UCN, Thompson Aboriginal Accord, TNRC, and Thompson Response team. Continuation of Grade 5 Fall Camp, Grade 8 transition Camps, K-8 mini Winterfest, K-8 Cree Language Festival.</p> <p>Classroom visits by Elders and Traditional teachers.</p> <p>Partnership with the Northern and Aboriginal Elders Council to provide land-based learning opportunities for high school students at Mile 20.</p>	<p>Monthly reports from curriculum team received.</p> <p>Partnerships included in SDML education review presentation.</p> <p>Thompson Aboriginal Education Advisory Committee meeting minutes.</p> <p>School newsletters – monthly.</p> <p>District newsletters and annual community report – 1 newsletter and 1 community report.</p> <p>Land-based SIC course delivered at RDPC. Collaborated with Kenanow Program for the Fall Camp.</p> <p>Hosted 2 TAEAC meetings.</p> <p>Attended 3 Accord meeting.</p>
<p>6. Projected Funding Allocations as of 2019/2020          Land-based education teacher contract (RDPC)          Numeracy Consultant (.5)          Literacy Consultant (1.)          Cree Language Consultant (1.)          Cree as a 2nd Language Teacher (.25)          Numeracy support assistants – (2)          Early Literacy Intervention Teacher (.5)          Cost to support the delivery of the IAA plan          Total - 5.25</p>			

This does not include the additional dollars the district uses to support Aboriginal student success or the BSSIP grant.

b) Literacy and Numeracy

Expected Outcomes	Strategies	Indicators	Data Collection
<p>Increase opportunities for literacy development.</p>	<p>Review existing programs and resources supporting early literacy development.</p> <p>Distribute existing or develop new information about appropriate activities to foster literacy development.</p> <p>Model effective practices/strategies in classrooms for and with teachers.</p> <p>Introduce new curriculum strategies to classrooms with</p>	<p>Number of schools accessing information about new ELA curriculum.</p> <p>Inventory of existing programs and resources across the district that support early literacy development.</p> <p>Teachers will access professional development, support and resources in areas of literacy development.</p> <p>Number of teachers accessing support and resources from early literacy support teacher.</p>	<p>Monthly reports from Early Literacy Support Teacher.</p> <p>Professional development feedback forms.</p> <p>Number of professional development activities -</p> <p>ELA Cohorts – 9 meetings</p> <p>Bi-monthly ELI meetings.</p>

	<p>teachers demonstrating big picture/idea and inquiry-based results.</p> <p>ELI at elementary schools</p>		
<p>Increase teachers' and other school staffs' knowledge of early literacy development by providing support/resources and professional development for activities.</p>	<p>Identify professional development for district staff.</p> <p>Collaborate with schools to provide professional development in the areas of literacy.</p> <p>Provide professional learning activities to increase teacher capacity.</p>	<p>Number of requests for materials from sbo library.</p> <p>Participation from teachers in professional development by district leads.</p>	<p>Number of staff accessing professional development from early literacy support teacher. –Daily 5 (32 sessions), CAR assessment – 1, Inquiry based, Running records (4).</p> <p>Monthly reports from Early Literacy Support Teacher to Educational Services.</p> <p>Number of professional development opportunities.</p> <p>Teacher feedback.</p> <p>Increased use of school board office based resources.</p>
<p>Develop a balanced literacy approach that teaches and supports comprehension and critical thinking strategies in reading and</p>	<p>Expand the ranges of choice of texts that students read and write (form, content, genre, language).</p> <p>Provide direct instruction of literacy strategies that encourage students to utilize their skills effectively in all curricular activities.</p>	<p>Increase in number of theme based resources available and used by district teachers.</p> <p>Teacher modelling in classrooms.</p> <p>Increase in number of requests by schools for classroom visits.</p> <p>Increase in variety of genres of books available in classroom libraries.</p>	<p>Teacher and administrative feedback.</p> <p>Number of district created materials available for district staff.</p> <p>Monthly reports from Early Literacy Support Teacher.</p> <p>Number of school visits implementing literacy supports and resources.</p>

writing in all curricular areas.	Integrate technology and assistive technology purposefully and effectively.	Integration of technology into classrooms to increase literacy skills.	Requests for early literacy supports in the classroom.
To create a district-wide team, involving school board office staff, administrators, and classroom teachers to create culturally proficient and circularly relevant materials for students.	<p>Co-teaching and collaborative planning with cultural proficiency and Cree language consultants.</p> <p>Create, purchase and share teaching resources with a northern/aboriginal perspective focus that connect to core curriculum.</p> <p>Literacy and training support through the culturally perspective lens.</p>	<p>Increase in number of resources available to schools.</p> <p>Teachers will access professional development, support and resources, to increase awareness to incorporate Aboriginal perspectives and cultural awareness within the classroom and throughout the school community.</p> <p>Collaboration between early literacy and cultural proficiency/aboriginal lens team to provide culturally proficient materials for district staff.</p> <p>Creation of culturally proficient materials to be shared within the district.</p>	<p>Teacher feedback.</p> <p>Number of resources available to schools.</p> <p>Number of district created materials utilized by schools.</p> <p>Participation level of staff involved in the district team to create and promote culturally proficient materials – land-based units, inquiry units – animal research, 60's scoop and MMIWG.</p> <p>Monthly reports from Early Literacy Support Teacher.</p>

Numeracy

1. Teachers along with the Numeracy Support Teacher will continue to improve their	By June 2020, all K-8 teachers will be trained in conducting Diagnostic Numeracy Interviews.	Moderation sessions with teachers will	Collation of Diagnostic Interview results collected during 'Strong Beginnings' days. As a result, 2
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<p>ability to numerate their students according to the Manitoba Curriculum Document and learn to collect authentic data to inform their teaching.</p>	<p>By June 2020, K-8 teachers will be given the opportunity to attend training on the moderation of assessments and student work. By June 2020, K-8 teachers will be given the opportunity to develop a better understanding of how to support student learning with the data from assessments including informative assessment.</p>	<p>indicate more accurate results. Follow-on effects for the provincial assessments.</p>	<p>weeks dedicated to low student results at a school. Teacher attendance to training opportunities – provided 6 workshops. Teacher request for further training – provided gr 1 @ BW, gr 7 @ DW, WCS and JP. Provincial assessment results – strategy developed to address results.</p>
<p>2. Teachers will work with the Numeracy Support Teacher to create an authentic forum for on-going teacher mentoring to be focused on Mathematics Education to build teacher skills.</p>	<p>The initial cohort was a successful project to date. During the year members attended 3 OD days with the NST and also had a number of in-class sessions that included observations and pilot lessons by the NST.</p>	<p>Cohort members shared a variety of successes including data from numeracy interviews conducted at the beginning of the year and the end as well as the sharing of individual growth moments for students and teachers.</p>	<p>The data collected indicated cohort members learned and implementations helped students make significant gains. Ex. Up to 3 grade levels of improvement in specific domains.</p>
<p>3. Teachers will work with the Numeracy Support Teacher for K-8 teachers to improve the accuracy of teachers' reporting to parents and the province.</p>	<p>Gr. 3 &amp; 7 teachers to be targeted to improve in their conduction of provincial assessments. Grade 3 teachers will have their assessments moderated. Grade 7 teachers will have meet the expectations of the district assessment – to be moderated by the NST.</p>	<p>Teacher request for support – gr. 3 and 7. Workshop attendance.</p>	<p>Teacher Feedback. District completion of the grade 7 Envisio entered assessment. Gr 3 assessment workshop for all grade 3 teachers.</p>
<p>4. SDML will support the on-going growth of local cultural knowledge and understanding in the Numeracy Support Teacher that he may even better provide both professional and student</p>	<p>The Numeracy Support Teacher will endeavour to: Learn some local aboriginal words and sayings. Dedicate time to learn more local history and culture.</p>	<p>Improved pronunciation of names, places and implementation of knowledge in professional practice.</p>	<p>Teacher Feedback NST participation in CP / Indigenous activities – Mile 20 Fall and Spring camps – as presenter and learner.</p>

learning through a local Cultural Proficient lens.	Continue to collaborate on events and PD's with the SDML Curriculum Team.		
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English as an Additional Language

<p>1. By June 2020, each school will have an EAL profile for students and programming.</p> <p>2. By June 2020, the district EAL lead will provide the lead in reviewing school programming.</p> <p>3. By June 2020, the district EAL lead will provide a workshop for school leaders on the draft EAL documents.</p>	<p>EAL individual school profiles to be completed at each school.</p> <p>Schools will review provincial data to evaluate EAL student progress.</p> <p>Technology to be used for all EAL programming.</p>	<p>A collection of technology strategies being used in the district by school.</p> <p>Individual school data to be collected on school based initiatives.</p>	<p>Data collection – 2018 / 2019</p> <p>BW – 12 students – purchase of supplies, books and interactive games.</p> <p>DW – 12 students – purchased technology, books and tutoring.</p> <p>JP – 9 students – purchased technology and student / teacher resources.</p> <p>ERS – 44 students – teacher support services, technology and books.</p> <p>WW – 17 students – Tutor support, technology and student / teacher resources.</p> <p>RDPC – 23 students – EAL support teacher</p>
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<b>School Plan RDPC Senior Years Technology Education</b>			
<b>Expected Outcomes</b> What outcomes will be addressed?	<b>Strategies</b> What actions will you take?	<b>Indicators</b> What tools or sources	<b>Data Collection</b> What evidence will confirm....
By June 2020, an increase in enrollment vocational programs and provide enhanced and expanded program opportunities for students to build vocational and practical arts skills so	Maintain accreditation from Apprenticeship Manitoba for the Automotive service technician (AST) and Heavy duty mechanic (HDM)	Student Enrollment numbers and credit acquisition in vocational programs.	Continued accreditation of HDT, AST and Hairstyling programs.

<p>they may consider entering the trades either as full time employment or post secondary training.</p>	<p>trades during the 2017-2018 school year.</p> <p>Maintain accreditation from Apprenticeship Manitoba for the hairstyling trade during the 2017-2018 school year.</p> <p>Continue to implement the AST and HDM trades from grade 9-12.</p> <p>Continue to implement the Hairstyling trade from grade 9-12.</p> <p>Continue to implement the Culinary trade from grade 9-12.</p> <p>Continue to implement the Carpentry trades from grade 9-12.</p> <p>Continue to implement the Design Drafting trade from grade 9-12.</p> <p>Begin to implement the Broadcast media trade as part of our Education for action project.</p> <p>Examine accreditation possibilities for the Culinary arts, Baking and Pastry Arts, and our Carpentry trades.</p> <p>Continue to discuss with Manitoba Education and Training, with our UCN partners, the development of an implementation plan regarding the construction of our new Industrial Skills and Trades training center.</p> <p>Investigate offering a CWB welding certificate. Provide use of space for UCN programming in the Welding trade during July.</p> <p>Provide a "minds on metal" program for students.</p> <p>Continue to examine the possibility of offering a dual credit (grade 12/ college) course in conjunction with</p>	<p>Post-Secondary registrations in skilled trades programs.</p> <p>Number of students employed in a skilled trade after graduation.</p> <p>HSAP credit enrollment and attainment.</p> <p>Anecdotal feedback from stakeholders.</p>	<p>Existing vocational and practical arts programs will continue to be offered to our students.</p> <p>The "Minds on metal program" will be offered in July.</p> <p>Our students participate in the Manitoba Pedal car competition.</p> <p>Students from our AST, HDM, Hairstyling, Culinary Arts, Design drafting, and Carpentry trades participate in the regional and Manitoba Skills competition.</p> <p>Our students participate in the F1 in schools USA nationals and represent Canada at the world competition in 2019.</p> <p>Our AST major students travel to Germany in 2019</p> <p>There will continue to be increasing elective credit acquisition through the HSAP program through work placement partnerships.</p> <p>Student enrollment in our vocational majors will be at or near capacity.</p> <p>We will receive SSEEF monies to improve our programs and bring our programs up to current industry standards so our students have the most recent educational tools available in their trade of choice.</p>
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<p>Continue to improve communication with external groups and potential partners to include .50 Career Coordinator.</p>	<p>UCN Thompson in the area of early childhood education.</p> <p>Have our student participate in the Manitoba Pedal car project.</p> <p>Have our students participate in the Skills Manitoba competition (regional and provincial championships).</p> <p>Have our students participate in the USA Nationals, F1 in schools design challenge competition.</p> <p>Provide an EF tours trip to Germany (A history of Cars) for students enrolled in the AST major in 2019.</p> <p>The continuation of a .50 FTE HSAP coordinator at RD Parker Collegiate</p> <p>Continue staffing Department head positions responsible specifically for vocational and practical arts programming.</p> <p>The continuation of our district-wide grade 7-12 practical arts program that includes all district elementary students in grades 7 &amp; 8.</p> <p>Apply for funding to the Skills Strategy Equipment Enhancement Fund (SSEEF).</p> <p>Continue to use the Technology Equipment replacement Grant to repair existing equipment and add new equipment as required.</p> <p>To continue to solicit donations of equipment from industry partners for our programs.</p>	<p>Confirmed participation in meetings of these groups.</p>	<p>Equipment donations will be acquired from industry partners.</p> <p>Improved communication with external groups and others providing vocational programming in the province of Manitoba.</p> <p>Participation in new programming opportunities for our students.</p> <p>Monthly reports on HSAP and career opportunities.</p> <p>Department heads eliminated – budget constraints.</p>
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	<p>Continue developing our partnership with UCN, Manitoba Education and Training, and community partners regarding the previously announced Industrial Skills and Trades training center.</p> <p>Continue to be a member of and attend meetings of the Northern School Technical Vocational Consortium (being organized out of Swan River by Cam Mateika).</p> <p>Continue to be a member of and attend meetings of the provincially organized Technical Vocational Leadership Council.</p> <p>Attend meetings of Apprenticeship Manitoba.</p>		
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**Learning to 18 Grant – (More information can be found on RDPC’s school plans)**

Expected outcomes	Strategies	Indicators	Data Collection
<p>1.Students will be engaged in career and community experiences through acting and film production.</p>	<p>Students will partake in screen studies, develop production posters, record monologues and produce a year-end production.</p>	<p>Teacher observation.</p> <p>Written and recorded student entries.</p> <p>Community attendance to drama production.</p> <p>Views on Youtube page.</p>	<p>Recorded scenes of student work.</p> <p>Youtube yearend production.</p>
<p>2.Students will be engaged in providing a healthy breakfast program.</p>	<p>Daily conversation built into the Life skills program – planning, shopping and preparing.</p> <p>Apply for funding for program.</p>	<p>Students become familiar with grocery stores and menu planning. Students become familiar with shopping skills.</p>	<p>50 – 60 students participated in the program at least three times a week. Students declared they</p>

			attended because of the breakfast option.
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**ECDI**

1.The district will provide full day kindergarten in one school ( 3 classes) where EDI results are below the provincial assessment averages.	Full day programming with a focus on skill development and school readiness.	Student score Increase in Kindergarten assessments from Sept – June developed by district.	Kindergarten assessments – September and June to show student growth. Last year, we were able to provide full day kindergarten at 3 schools. This year only one school with 3 classes of kindergarten will occur. Data to be collected for all kindergarten classes 2019-2020.
The district will continue with the Welcome to Kindergarten program to assist the transition.	The event will happen in June.  Students will receive a WTK bag with skill building activities.  Partner organizations will invited to participate in the event.	Parents and students will attend the session.  WTK bag distribution.	127 children attended the WTK Family Orientation.

For further information, see the district website @ [www.mysterynet.mb.ca](http://www.mysterynet.mb.ca)